

# Georgia Journal of Literacy

---

Volume 43 | Number 1

Article 12

---

5-1-2020

## About the Authors

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/gjl>



Part of the [Adult and Continuing Education Commons](#), [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Early Childhood Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), [Elementary Education Commons](#), [Gifted Education Commons](#), [Language and Literacy Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

### Recommended Citation

(2020) "About the Authors," *Georgia Journal of Literacy*. Vol. 43 : No. 1 , Article 12.  
Available at: <https://digitalcommons.kennesaw.edu/gjl/vol43/iss1/12>

This About Our Authors is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in Georgia Journal of Literacy by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact [digitalcommons@kennesaw.edu](mailto:digitalcommons@kennesaw.edu).

## About the Authors

Dr. Robert A. Griffin is an assistant professor in the Department of Literacy and Special Education at the University of West Georgia, where he teaches graduate-level courses in literacy, TESOL, and diversity/inclusive education. Before moving into higher education full time, he served as a secondary English and English to Speakers of Other Languages (ESOL) teacher for 13 years in rural south and urban north Georgia public schools. Dr. Griffin's primary research interests involve exploring reading motivation and achievement for bi/multilingual students and "at-promise" student groups and challenging deficit-oriented paradigms among some educators related to the skills and talents of diverse learners. Dr. Griffin serves on editorial review boards for several journals in the fields of TESOL and literacy, including *GATESOL in Action*, the *Georgia Journal of Literacy*, and the *Texas Journal of Literacy Education*, and has published in peer-reviewed journals such as the *Journal of Adolescent & Adult Literacy*. He also serves as the editor of *Focus*, the quarterly newsletter of the Georgia Association of Literacy Advocates (GALA). For leisure, Dr. Griffin enjoys reading, traveling, visiting family, and spending time with his spouse, Mandi, and their two children, Miriam and Sarah Ruth.

Tracy Hudson is a district-level Reading Specialist with Mobile County Public Schools. Drs. Reeves, Giles, and Brannan teach in the Department of Leadership and Teacher Education, College of Education and Professional Studies at the University of South Alabama in Mobile, AL.

Dale Suzanne Ioannides has over 20 years of teaching and instructional coaching experience. Her teaching expertise is mainly in grades K-3, but this year she is teaching 5<sup>th</sup> grade part time, while guiding teachers through the first year implementation of Lucy Calkins Reading and Writing Units of Study as a literacy coach. Her education includes a Masters in K-12 Reading and Writing and a Specialists degree in Instructional Leadership. Other areas of expertise include digital literacy, guided reading, problem based learning and design thinking.

Nora Schlesinger is a dyslexia expert and has been involved with dyslexia legislation in Arizona and Georgia. She was a classroom teacher for almost 20 years in Arizona. Her teaching career included working in early childhood, Title 1 schools, as well as private and independent schools. In addition to being a certified teacher she holds endorsements in teaching English as a second language, structured English immersion, and early childhood and is a reading specialist. Later in her career, to help her own child with dyslexia and the children she taught, she became a certified academic language therapist and a certified dyslexia therapist. The author holds a Ph.D. in Speech and Hearing Science from Arizona State University, her dissertation received an Annals of Dyslexia New Investigator Award. She is currently an Assistant Professor of Literacy at Kennesaw State University in the Department of Elementary and Early Childhood.